



Barnwell Primary

734 Hagood Ave.
Barnwell, SC 29812

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-3 Elementary School | |
| Enrollment | 875 Students | |
| Principal | Robbie Eubanks | 803-541-1320 |
| Superintendent | Roy Sapough | 803-541-1300 |
| Board Chair | Valenda D. Black | 803-259-1687 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------------|
| 2008 | Below Average | Below Average |
| 2007 | Below Average | At-Risk |
| 2006 | Average | Excellent |
| 2005 | Average | Below Average |
| 2004 | Average | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

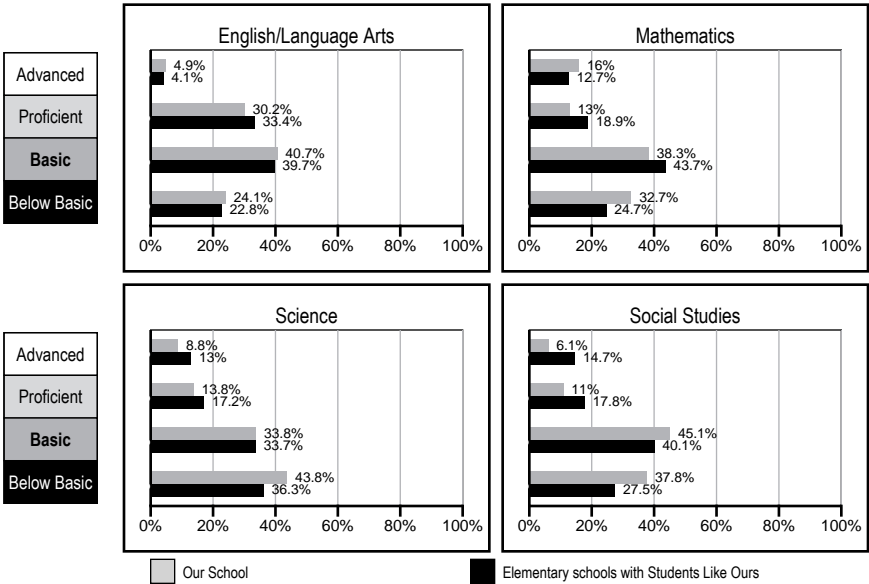
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 3 | 41 | 44 | 1 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=875) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 99.1% | 100.0% | 100.0% |
| Retention rate | 3.3% | Down from 5.4% | 2.9% | 2.3% |
| Attendance rate | 94.8% | Up from 92.8% | 96.1% | 96.3% |
| Eligible for gifted and talented | 10.6% | Up from 6.3% | 9.0% | 10.4% |
| With disabilities other than speech | 6.6% | Up from 6.4% | 9.0% | 7.5% |
| Older than usual for grade | 1.5% | Down from 2.2% | 0.9% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.1% | No Change | 0.0% | 0.0% |
| Teachers (n=64) | | | | |
| Teachers with advanced degrees | 50.0% | Up from 42.6% | 56.5% | 56.7% |
| Continuing contract teachers | 93.8% | Up from 91.8% | 80.0% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 90.5% | Up from 83.5% | 87.0% | 86.4% |
| Teacher attendance rate | 94.5% | N/R | 94.8% | 94.9% |
| Average teacher salary | \$45,361 | Up 3.5% | \$45,395 | \$45,345 |
| Professional development days/teacher | 15.7 days | Up from 14.5 days | 12.8 days | 12.6 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 4.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.9 to 1 | Up from 19.4 to 1 | 18.4 to 1 | 18.5 to 1 |
| Prime instructional time | 89.0% | N/R | 89.4% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 96.9% | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil* | \$7,280 | Up 3.5% | \$7,184 | \$7,052 |
| Percent of expenditures for instruction* | 70.5% | Up from 70.0% | 68.4% | 69.1% |
| Percent of expenditures for teacher salaries* | 65.5% | Down from 66.7% | 63.6% | 64.2% |

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Barnwell Primary School consists of a strong faculty, parents, volunteers, and community supporters. By working together as a team and with a shared vision, we are successfully able to teach each student.

Barnwell Primary School is committed to raising student achievement for all students in 4K - 3rd grade. To achieve this goal, BPS has three full-day 4K classes. Beginning with 4K, BPS has a sequential curriculum that addresses the South Carolina Standards and is updated regularly to meet the needs of the students. BPS is dedicated to driving the curriculum with individualized test data to insure that all students are provided differentiated instruction to meet their individual needs. All students in Kindergarten - 3rd grade are administered the Measures of Academic Progress (MAP) test to monitor and adjust instruction needs. Students in Kindergarten and first grade are administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to monitor reading and language needs. An after-school program for third grade students provided remediation in ELA and Math. BPS received the trail version of Study Island to assist in PACT coaching. To promote reading for pleasure, all students participated in the Reading Race Challenge.

Barnwell Primary School has a very active PTO, School Improvement Council, and volunteer program. The PTO sponsors a fundraiser each year to assist in purchasing supplies, resources, and materials for teachers and students. The PTO also sponsored our first Fall Carnival to help promote parent involvement. The School Improvement Council meets five times a year, assuring the influential voices of parents and community members in the education of their children. Along with a strong parent-volunteer program, BPS has seven Grandparent Volunteers who serve in various classrooms to assist low-achieving students. BPS had eighty-five high school students participating in a mentoring / Rotary Reader program.

Community service projects at BPS include: recycling projects involving aluminum cans, ink cartridges, cell phones, and box tops; Relay for Life activities that raised \$4,722.00; sponsorship of Secret Santa for children; Jump Rope for Heart; and Special Olympics.

All BPS students participated in off-campus field trips to enhance the curriculum and units of study. In addition to academic enhanced field trips, all third grade students were able to attend the Education Outreach production of Scrooge at the Koger Center in Columbia.

We are proud of our successes this year and we realize they are only made possible through the dedication and hard work of the entire BPS family – students, parents, volunteers, faculty and staff.

Robbie Eubanks, Principal
Amanda Bridgmon, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 59 | 158 | 120 |
| Percent satisfied with learning environment | 96.6% | 85.9% | 85.7% |
| Percent satisfied with social and physical environment | 100.0% | 74.2% | 76.7% |
| Percent satisfied with school-home relations | 81.4% | 89.8% | 80.7% |

* Only students at the highest elementary school grade level and their parents were included.

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|------------------|
| School Improvement Status | Newly Identified |
|---------------------------|------------------|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | | |
|---|--------------|-----------------|---------------------|
| | Our District | | State |
| Classes in low poverty schools not taught by highly qualified teachers | N/A | | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | | 6.8% |
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 94.8% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 182 | 99.5 | 23.8 | 41.1 | 29.8 | 5.4 | 50.6 | 35.6 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 108 | 99.1 | 32 | 39.2 | 24.7 | 4.1 | 46.4 | 32.5 | 41.7 | N/A | N/A |
| Female | 74 | 100 | 12.7 | 43.7 | 36.6 | 7 | 56.3 | 39 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 97 | 100 | 13.5 | 39.3 | 38.2 | 9 | 67.4 | 49.7 | 60 | Yes | Yes |
| African American | 79 | 98.7 | 35.1 | 45.9 | 17.6 | 1.4 | 29.7 | 18.5 | 31.7 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 70.4 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 37 | 97.3 | 62.5 | 28.1 | 6.3 | 3.1 | 25 | 8.9 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 117 | 99.2 | 32.1 | 45.3 | 20.8 | 1.9 | 35.8 | 21.3 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 182 | 100 | 32.5 | 39.1 | 13 | 15.4 | 40.8 | 35.6 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 108 | 100 | 37.8 | 36.7 | 13.3 | 12.2 | 37.8 | 37.1 | 45.6 | N/A | N/A |
| Female | 74 | 100 | 25.4 | 42.3 | 12.7 | 19.7 | 45.1 | 33.9 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 97 | 100 | 15.7 | 44.9 | 15.7 | 23.6 | 56.2 | 51.8 | 59 | Yes | Yes |
| African American | 79 | 100 | 52 | 33.3 | 9.3 | 5.3 | 21.3 | 15.6 | 26.9 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 71.3 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 36.4 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 37 | 100 | 60.6 | 33.3 | 6.1 | 0 | 21.2 | 11.2 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsidized meals | 117 | 100 | 43.9 | 42.1 | 10.3 | 3.7 | 25.2 | 20.3 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|---------------------------|-----------------------------|

Science

| | | | | | | | | | | | |
|--------------|----|-----|----|------|----|-----|------|----|------|------|------|
| All Students | 96 | 100 | 43 | 33.7 | 14 | 9.3 | 23.3 | 19 | 35.7 | 94.8 | 94.6 |
|--------------|----|-----|----|------|----|-----|------|----|------|------|------|

Gender

| | | | | | | | | | | | |
|------|----|-----|------|------|------|-----|------|------|------|------|------|
| Male | 54 | 100 | 38.3 | 40.4 | 12.8 | 8.5 | 21.3 | 20.6 | 37.4 | 94.6 | 94.4 |
|------|----|-----|------|------|------|-----|------|------|------|------|------|

| | | | | | | | | | | | |
|--------|----|-----|------|------|------|------|------|------|------|------|------|
| Female | 42 | 100 | 48.7 | 25.6 | 15.4 | 10.3 | 25.6 | 17.3 | 33.8 | 94.9 | 94.9 |
|--------|----|-----|------|------|------|------|------|------|------|------|------|

Racial/Ethnic Group

| | | | | | | | | | | | |
|-------|----|-----|------|------|----|------|------|------|------|------|------|
| White | 53 | 100 | 22.9 | 41.7 | 25 | 10.4 | 35.4 | 30.1 | 49.2 | 94.4 | 94.3 |
|-------|----|-----|------|------|----|------|------|------|------|------|------|

| | | | | | | | | | | | |
|------------------|----|-----|------|------|---|-----|-----|-----|----|------|----|
| African American | 41 | 100 | 70.3 | 24.3 | 0 | 5.4 | 5.4 | 5.2 | 17 | 95.1 | 95 |
|------------------|----|-----|------|------|---|-----|-----|-----|----|------|----|

| | | | | | | | | | | | |
|------------------------|---|-----|-----|-----|-----|-----|-----|-----|----|----|------|
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 93 | 93.5 |
|------------------------|---|-----|-----|-----|-----|-----|-----|-----|----|----|------|

| | | | | | | | | | | | |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.9 | 95.9 | 95.7 |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

| | | | | | | | | | | | |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 92.8 | 90.3 |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Disability Status

| | | | | | | | | | | | |
|----------|----|-----|----|----|------|-----|----|-----|----|------|------|
| Disabled | 19 | 100 | 50 | 25 | 18.8 | 6.3 | 25 | 9.6 | 14 | 93.1 | 93.5 |
|----------|----|-----|----|----|------|-----|----|-----|----|------|------|

Migrant Status

| | | | | | | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

English Proficiency

| | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.4 | 94.4 | 94.1 |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Socio-Economic Status

| | | | | | | | | | | | |
|------------------|----|-----|------|------|-----|-----|------|-----|------|------|------|
| Subsidized meals | 61 | 100 | 50.9 | 35.8 | 7.5 | 5.7 | 13.2 | 7.3 | 21.1 | 94.4 | 94.1 |
|------------------|----|-----|------|------|-----|-----|------|-----|------|------|------|

Social Studies

| | | | | | | | | | | | |
|--------------|----|-----|------|------|------|-----|------|----|----|------|------|
| All Students | 90 | 100 | 37.9 | 44.8 | 11.5 | 5.7 | 17.2 | 14 | 34 | 94.8 | 94.6 |
|--------------|----|-----|------|------|------|-----|------|----|----|------|------|

Gender

| | | | | | | | | | | | |
|------|----|-----|------|------|------|-----|------|------|------|------|------|
| Male | 57 | 100 | 46.3 | 31.5 | 14.8 | 7.4 | 22.2 | 17.2 | 36.6 | 94.6 | 94.4 |
|------|----|-----|------|------|------|-----|------|------|------|------|------|

| | | | | | | | | | | | |
|--------|----|-----|------|------|-----|---|-----|------|------|------|------|
| Female | 33 | 100 | 24.2 | 66.7 | 6.1 | 3 | 9.1 | 10.6 | 31.3 | 94.9 | 94.9 |
|--------|----|-----|------|------|-----|---|-----|------|------|------|------|

Racial/Ethnic Group

| | | | | | | | | | | | |
|-------|----|-----|------|------|------|------|------|----|------|------|------|
| White | 46 | 100 | 25.6 | 39.5 | 23.3 | 11.6 | 34.9 | 23 | 44.5 | 94.4 | 94.3 |
|-------|----|-----|------|------|------|------|------|----|------|------|------|

| | | | | | | | | | | | |
|------------------|----|-----|----|----|---|---|---|-----|------|------|----|
| African American | 40 | 100 | 50 | 50 | 0 | 0 | 0 | 4.1 | 19.1 | 95.1 | 95 |
|------------------|----|-----|----|----|---|---|---|-----|------|------|----|

| | | | | | | | | | | | |
|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|----|------|
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 93 | 93.5 |
|------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|----|------|

| | | | | | | | | | | | |
|----------|---|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.5 | 95.9 | 95.7 |
|----------|---|-----|-----|-----|-----|-----|-----|-----|------|------|------|

| | | | | | | | | | | | |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 92.8 | 90.3 |
|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Disability Status

| | | | | | | | | | | | |
|----------|----|-----|------|----|-----|---|-----|-----|------|------|------|
| Disabled | 22 | 100 | 71.4 | 19 | 9.5 | 0 | 9.5 | 6.1 | 14.4 | 93.1 | 93.5 |
|----------|----|-----|------|----|-----|---|-----|-----|------|------|------|

Migrant Status

| | | | | | | | | | | | |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|

English Proficiency

| | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.3 | 94.4 | 94.1 |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|

Socio-Economic Status

| | | | | | | | | | | | |
|------------------|----|-----|------|------|---|-----|-----|-----|----|------|------|
| Subsidized meals | 59 | 100 | 45.6 | 45.6 | 7 | 1.8 | 8.8 | 7.2 | 21 | 94.4 | 94.1 |
|------------------|----|-----|------|------|---|-----|-----|-----|----|------|------|

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 217 | 100 | 26.6 | 38.6 | 32.9 | 1.9 | 34.8 |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 182 | 99.5 | 23.8 | 41.1 | 29.8 | 5.4 | 35.1 |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 217 | 100 | 30.9 | 47.3 | 12.6 | 9.2 | 21.7 |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 182 | 100 | 32.5 | 39.1 | 13 | 15.4 | 28.4 |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 114 | 100 | 40.6 | 42.6 | 12.9 | 4 | 16.8 |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 96 | 100 | 43 | 33.7 | 14 | 9.3 | 23.3 |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 109 | 100 | 23.2 | 51.5 | 20.2 | 5.1 | 25.3 |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 90 | 100 | 37.9 | 44.8 | 11.5 | 5.7 | 17.2 |
| | 4 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 5 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample